

RIVELON ELEMENTARY

350 Thomas B. Eklund Circle
Orangeburg, South Carolina 29115

GRADES K-5 Elementary School

ENROLLMENT 260 Students

PRINCIPAL Linda S. Badger 803-534-2949

SUPERINTENDENT Mr. Melvin Smoak 803-534-5454

BOARD CHAIR Mr. Melvin Crum 803-534-5454

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

| | | | | |
|------------------|-------------|----------------|----------------------|-----------------------|
| Excellent | Good | Average | Below Average | Unsatisfactory |
| 3 | 6 | 37 | 41 | 3 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

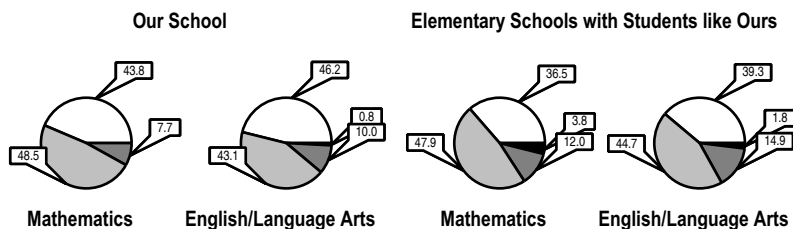
FOR MORE INFORMATION, VISIT WEBSITES AT:





WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|------|------------------------|---------------------------|---------------------------------|
| 2001 | Below Average | Below Average | N/A |
| 2002 | Average | Excellent | N/A |
| 2003 | Below Average | Unsatisfactory | No |
| 2004 | | | |

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

| | | |
|--|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students | Parents |
|--|-----------------|-----------------|----------------|
| Number of surveys returned | 25 | 44 | 22 |
| Percent satisfied with learning environment | 79.2% | 81.8% | 90.9% |
| Percent satisfied with social and physical environment | 83.3% | 84.1% | 95.2% |
| Percent satisfied with home-school relations | 30.4% | 86.4% | 68.2% |

PACT PERFORMANCE BY GROUP

| | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced | State Objective |
|--------------------------------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|-----------------|
| English/Language Arts | | | | | | | | |
| All students | 148 | 99.3 | 46.2 | 43.1 | 10.0 | 0.8 | 10.8 | 17.6 |
| Gender | | | | | | | | |
| Male | 73 | 98.6 | 52.3 | 43.1 | 4.6 | N/A | 4.6 | 17.6 |
| Female | 75 | 100.0 | 40.0 | 43.1 | 15.4 | 1.5 | 16.9 | 17.6 |
| Racial/Ethnic Group | | | | | | | | |
| White | 10 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| African-American | 138 | 99.3 | 47.5 | 43.4 | 9.0 | N/A | 9.0 | 17.6 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Hispanic | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Disability Status | | | | | | | | |
| Not disabled | 117 | 99.1 | 38.5 | 48.1 | 12.5 | 1.0 | 13.5 | 17.6 |
| Disabled | 31 | 100.0 | 76.9 | 23.1 | N/A | N/A | N/A | 17.6 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-migrant | 148 | 99.3 | 46.2 | 43.1 | 10.0 | 0.8 | 10.8 | 17.6 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |
| Non-limited English proficient | 148 | 99.3 | 46.2 | 43.1 | 10.0 | 0.8 | 10.8 | 17.6 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 143 | 99.3 | 46.4 | 43.2 | 9.6 | 0.8 | 10.4 | 17.6 |
| Full-pay meals | 5 | 100.0 | N/A | N/A | N/A | N/A | N/A | 17.6 |

| | | | | | | | | |
|--------------------------------|-----|-------|------|------|-----|-----|-----|------|
| Mathematics | | | | | | | | |
| All students | 148 | 100.0 | 43.8 | 48.5 | 7.7 | N/A | 7.7 | 15.5 |
| Gender | | | | | | | | |
| Male | 73 | 100.0 | 40.0 | 53.8 | 6.2 | N/A | 6.2 | 15.5 |
| Female | 75 | 100.0 | 47.7 | 43.1 | 9.2 | N/A | 9.2 | 15.5 |
| Racial/Ethnic Group | | | | | | | | |
| White | 10 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| African-American | 138 | 100.0 | 45.9 | 48.4 | 5.7 | N/A | 5.7 | 15.5 |
| Asian/Pacific Islander | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Hispanic | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| American Indian/Alaskan | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Disability Status | | | | | | | | |
| Not disabled | 117 | 100.0 | 38.5 | 52.9 | 8.7 | N/A | 8.7 | 15.5 |
| Disabled | 31 | 100.0 | 65.4 | 30.8 | 3.8 | N/A | 3.8 | 15.5 |
| Migrant Status | | | | | | | | |
| Migrant | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-migrant | 148 | 100.0 | 43.8 | 48.5 | 7.7 | N/A | 7.7 | 15.5 |
| English Proficiency | | | | | | | | |
| Limited English proficient | N/A | 0.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |
| Non-limited English proficient | 148 | 100.0 | 43.8 | 48.5 | 7.7 | N/A | 7.7 | 15.5 |
| Socio-Economic Status | | | | | | | | |
| Subsidized meals | 143 | 100.0 | 44.8 | 48.0 | 7.2 | N/A | 7.2 | 15.5 |
| Full-pay meals | 5 | 100.0 | N/A | N/A | N/A | N/A | N/A | 15.5 |

Abbreviations for Missing Data

| | | | | | | | |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |
|-----|----------------|-----|---------------|-----|--------------|-----|---------------------|

PACT PERFORMANCE BY GRADE LEVEL

| | | Enrollment 1st Day of Testing | % Tested | % Below Basic | % Basic | % Proficient | % Advanced | % Proficient and Advanced |
|-----------------------|---------|----------------------------------|----------|---------------|---------|--------------|------------|------------------------------|
| English/Language Arts | | | | | | | | |
| 2002 | Grade 3 | 44 | N/A | 38.6 | 43.2 | 18.2 | N/A | 18.2 |
| | Grade 4 | 41 | N/A | 17.1 | 70.7 | 12.2 | N/A | 12.2 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 53 | 98.1 | 34.0 | 42.6 | 21.3 | 2.1 | 23.4 |
| | Grade 4 | 48 | 100.0 | 50.0 | 45.5 | 4.5 | N/A | 4.5 |
| | Grade 5 | 47 | 100.0 | 56.4 | 41.0 | 2.6 | N/A | 2.6 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

| Mathematics | | | | | | | | |
|-------------|---------|-----|-------|------|------|------|-----|------|
| 2002 | Grade 3 | 44 | N/A | 29.5 | 52.3 | 18.2 | N/A | 18.2 |
| | Grade 4 | 41 | N/A | 19.5 | 56.1 | 19.5 | 4.9 | 24.4 |
| | Grade 5 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2003 | Grade 3 | 53 | 100.0 | 34.0 | 57.4 | 8.5 | N/A | 8.5 |
| | Grade 4 | 48 | 100.0 | 56.8 | 38.6 | 4.5 | N/A | 4.5 |
| | Grade 5 | 47 | 100.0 | 41.0 | 48.7 | 10.3 | N/A | 10.3 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|--|------------|-----------------------|--|--------------------------|
| Students (n= 260) | | | | |
| First graders who attended full-day kindergarten | N/A | N/A | N/A | N/A |
| Retention rate | N/A | N/A | 2.5% | 2.4% |
| Attendance rate | 96.0% | Down from 96.1% | 95.5% | 95.9% |
| Meeting grade 1 and 2 readiness standards | N/A | N/A | N/A | N/A |
| Eligible for gifted and talented | 0.6% | Down from 1.0% | 4.8% | 13.2% |
| On academic plans | N/A | N/A | N/A | N/A |
| On academic probation | N/A | N/A | N/A | N/A |
| With disabilities other than speech | 5.2% | Down from 6.2% | 7.3% | 8.0% |
| Older than usual for grade | 3.5% | Up from 1.6% | 2.8% | 1.1% |
| Suspended or expelled | 0.0% | No change | 0.0% | 0.0% |

| | | | | |
|---------------------------------------|-----------|------------------|-----------|-----------|
| Teachers (n= 23) | | | | |
| Teachers with advanced degrees | 52.2% | Down from 65.0% | 46.7% | 50.0% |
| Continuing contract teachers | 78.3% | Down from 90.0% | 76.7% | 85.3% |
| Highly qualified teachers | N/A | N/A | N/A | N/A |
| Teachers returning from previous year | 72.3% | Down from 74.0% | 79.4% | 86.2% |
| Teacher attendance rate | 94.3% | Down from 94.6% | 95.2% | 95.3% |
| Average teacher salary | \$39,116 | Down 4.8% | \$37,944 | \$39,909 |
| Prof. development days/teacher | 13.8 days | Up from 8.5 days | 12.7 days | 11.4 days |

| | | | | |
|------------------------------------|-----------|---------------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 5.0 | Up from 4.0 | 3.0 | 4.0 |
| Student-teacher ratio | 15.7 to 1 | Down from 16.1 to 1 | 17.1 to 1 | 18.9 to 1 |
| Prime instructional time | 87.0% | Down from 88.5% | 88.8% | 89.7% |
| Dollars spent per pupil* | \$7,338 | Up 13.1% | \$6,847 | \$5,892 |
| Percent spent on teacher salaries* | 61.7% | Up from 59.8% | 63.3% | 66.6% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.0% | No change | 99.0% | 99.0% |
| SACS accreditation | yes | N/A | yes | yes |

* Prior year audited financial data are reported.

| | Our District | State |
|---|--------------|-------|
| Highly qualified teachers in low poverty schools | N/A | N/A |
| Highly qualified teachers in high poverty schools | N/A | N/A |

| Abbreviations for Missing Data | | | | | | | |
|--------------------------------|----------------|------------|---------------|------------|--------------|------------|---------------------|
| N/A | Not Applicable | N/C | Not Collected | N/R | Not Reported | I/S | Insufficient Sample |

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Rivelon Elementary School, a Title I school, located at 350 Thomas B. Eklund Circle, Orangeburg, SC serves approximately 300 students in pre-kindergarten through fifth grade. We have focused this past year on making sure that all children learn to read by the third grade. This is being implemented through a SC READS grant awarded by the South Carolina State Department of Education with funds from the federal government.

The SC READS grant has four components: (1) Professional development for teachers and paraprofessionals. Participants are enrolled in a graduate/undergraduate level reading course. (2) Development of an Even Start Family Literacy Center. Childcare and transportation are provided for parents who are working on their General Equivalency Diploma (GED). (3) Early Childhood Education. Pre-kindergarten and kindergarten teachers, paraprofessionals, family literacy staff, literacy coach, curriculum coordinator and principal must attend the Early Childhood Language and Literacy Summer Institute. (4) Early Literacy Coach. The coach facilitates the reading course on site and teaches with a partner teacher. The grant extends through June 2004 and provides \$665,000 over a two-year period.

Rivelon Elementary School received a Palmetto Gold Award for improvement in its report card rating. In 2001, Rivelon received both an absolute and an improvement rating of Below Average. In 2002, we received an absolute rating of Average and an improvement rating of Excellent. This improvement landed us a special segment on the WIS-TV 7:00 Report on October 31, 2002 - a very special Halloween treat!

Other accomplishments during the past year included our counselor being named District Counselor of the Year. Rivelon Elementary School received a \$500 grant from the Orangeburg Consolidated School District 5 Foundation to support an incentive program for students through the establishment of The Tiger Mart.

We received a \$1000 matching and \$500 Environmental Education Grant from Wal-Mart. Our school family honored the troops in Iraq with a special ceremony with The Reverend Larry Williams, Pastor of the Rivelon Baptist Church.

Linda S. Badger, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.